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ABSTRACT

The third in a four-part bibliography on young children with handicaps concerns educable and trainable mentally handicapped children. Citations are taken from "Research in Education" (January 1969--December 1972), the "Current Index to Journals in Education" (January 1969--November 1972), and "Exceptional Child Education Abstracts." Abstracts and index terms are provided. (KM)

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YOUNG CHILDREN WITH HANDICAPS: PART III

Educable and Trainable Mentally Handicapped

An Abstract Bibliography

Compiled by
Elena De Los Santos Mycue

ERIC Clearinghouse on
Early Childhood Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Available from the

College of Education Curriculum Laboratory
University of Illinois
1210 W. Springfield Avenue
Urbana, Illinois 61801

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Introduction

Young Children with Handicaps: An Abstract Bibliography is divided into four parts:

Part I: Emotional disturbance and specific learning disabilities

Part II: Aurally handicapped; visually handicapped, orthopedically handicapped (other chronic health problems); and speech handicapped

Part III: Educable and trainable mentally handicapped

Part IV: Resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children.

Citations for this selective bibliography were taken from the ERIC monthly abstract journal Research in Education (RIE), January 1969 - December 1972 and the Current Index to Journals in Education (CIJE), January 1969 - November 1972. Document listings were also obtained from the abstract journal Exceptional Child Education Abstracts, published by the Council for Exceptional Children.

Document citations with ED numbers are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except when marked "microfiche only." (See ordering directions in the back of this publication.) Journal article citations listed in CIJE are not available through EDRS. To consult these references, see the journal issue cited.

Another ERIC/ECE publication, Multiply Handicapped Children: A Bibliography, cites documents concerning children with multiple handicaps. The bibliography is available through the University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801.

We would like to express our appreciation to the staff of the ERIC Clearinghouse on Exceptional Children for their help in compiling this bibliography. For additional information on exceptional children contact the ERIC Clearinghouse on Exceptional Children, Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

EDUCABLE AND TRAINABLE MENTALLY HANDICAPPED

1. Acevedo, Homero. An Approach for Counseling Mexican-American Parents of Mentally Retarded Children. Vol. 1, No. 4. 1971, 25p. ED 055 385

Counseling Effectiveness; *Cultural Background; Cultural Factors; *Exceptional Child Services; *Mentally Handicapped; *Mexican Americans; Parent Attitudes; *Parent Counseling

The monograph on the counseling of Mexican-American parents of mentally retarded children begins with a discussion of Mexican-American culture, on the premise that a good knowledge of background, culture, customs, and mores is necessary to understand and counsel such parents. Treated are stereotyped images of each other held by Anglos and Mexican-Americans, economic and social interrelationships and fears, values and structure of the family, and concept of health and sickness. The counseling session with the parents is discussed in terms of creating an atmosphere conducive to open communication, explaining the concept and causes of mental retardation in simple terms, and exploring with parents the roles which they and the school will play in relation to their retarded child.

2. Allen, Robert M.; Allen, Sue P. Intellectual Evaluation of the Mentally Retarded Child--A Handbook. WPS (Western Psychological Handbook Series, Number 3. 1967.

*Cognitive Processes; *Exceptional Child Education; *Identification; *Mentally Handicapped; *Tests; Adults; Blind

Designed for the psychologist, the handbook describes instruments commonly used for intellectual evaluation of children suspected of being mentally retarded. Information is given concerning definitions, identification, and characteristics of mental retardation, test selection, and the test situation. Tests described and discussed include standardized tests (The Revised Stanford-Binet Intelligence Scale, Form L-M 1960, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children). Tests for preschoolers (The Cattell Infant Intelligence Scale, the Minnesota Preschool Scale, the Merrill-Palmer Scale of Mental Tests, and the Arthur Point Scale of Performance Tests), and picture vocabulary tests (Children's Picture Information Test, the Van Alstyne Picture Vocabulary Test, the Full-Range Picture Vocabulary Test, and the Pictorial Test of Intelligence). Also treated are formboards (the Seguin Formboard, the Porteus Maze Test, and the Progressive Matrices), drawing tests (The Bender Gestalt Test and the Goodenough-Harris Drawing Test), nonverbal intelligence tests (The Columbia Mental Maturity Scale and the Leiter International Performance

Scale), and psychometric or paper and pencil tests of intelligence (The Revised Beta Examination, the Chicago Non-Verbal Examination, and the Lorge-Thorndike Intelligence Test). The Frostig Developmental Test of Visual Perception, the Illinois Test of Psycholinguistic Abilities, and the Haptic Intelligence Scale for Adult Blind are reviewed. Third person tests (the responses to which come from informants) considered are the Gesell Preliminary Behavior Inventory, the Cain-Levine Social Competency Scale, the Vineland Social Maturity Scale, and the Slosson Intelligence Test. A final chapter consideres the psychologist's report and stresses its importance. Examples, record forms, and profiles from several tests are included. The bibliography contains 115 references.

Availability. Western Psychological Services, Box 775, Beverly Hills, California 90213

3. Attwell, Arthur A.; Clabby, D. Ann. The Retarded Child: Answers to Questions Parents Ask. 1969, 170p.

*Child Rearing; Clinical Diagnosis; Educational Programs; Etiology; *Exceptional Child Education; Family Relationship; Individual Development; Institutional Facilities; Intelligence Quotient; *Mentally Handicapped; Parent Associations; Sex Education; Shelter Workshops; Speech

Specific questions that parents ask and answers to them are presented on the following areas of mental retardation: categories and terminology; causes; diagnosis and referral; mental age and IQ; problems and adjustments in family relationships; behavior of the retarded child; speech; schooling; parent organizations; sex education; institutionalization; and vocational planning. A glossary of terms and a subject index are also provided.

Availability: The Eire Press, P.O. Box 3242, Burbank, California 91504 ($3.95)

4. Avedon, E. M. Recreation and Mental Retardation. June 1966, 25p.

*Exceptional Child Education; *Mentally Handicapped; *Recreation; *Program Planning; Mental Retardation; Recreational Programs; Recreational Activities; Community Recreation Programs; School Recreational Programs; Physical Recreation Programs; Physical Development; Preschool Children; Recreational Facilities; Community Services; Responsibility; Community Resources

In a discussion of recreation and mental retardation, recreation and its role in providing enjoyment and opportunities to let off steam, resolve conflicts, and improve feelings of personal worth are defined. The importance of recreation in preventing motor retardation and physiological and psychological impairments in the mentally retarded is described. Recreative responsibility is placed primarily with the family. Helpful agencies, including public schools, youth associations, community centers, and municipal recreation centers, are listed. Recreation program planning for the retarded is discussed, and the need to provide activities appropriate to each individual's sex, age, socioeconomic status, and abilities is presented. Specific suggestions are given for home, school, and community and agency programs. Several programs administered by the Department of Health, Education, and Welfare having the authority to support activities in the field of recreation and mental retardation are described. Also listed are agencies of help in establishing local community recreation programs, four non-profit agencies in mental retardation, three non-profit and 15 national organizations in recreation, and nine references of help in developing recreational services for the mentally retarded.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.15)

5. Baumgartner, Bernice B. Guiding the Retarded Child, An Approach to a Total Educational Program. 1965.

*Curriculum; *Exceptional Child Education; *Mentally Handicapped; *Teaching Methods; Curriculum Guides; Educable Mentally Handicapped; Educational Objectives; Learning Activities; Physical Education; Preschool Children; Scheduling; Special Classes; Teacher Evaluation; Teacher Responsibility; Teacher Role; Teaching Procedures

This book presents an approach to educating the mentally retarded child, with the emphasis on providing a comprehensive educational program based on creating a home-school-community environment. It is addressed to special subject teachers, to the regular classroom teacher with a mentally retarded child in his class, and to administrators, parents, and other professionals working with the mentally retarded. The role and functions of the teacher, as he creates a beneficial environment for learning, form the first area of consideration. The use of social communication as the key to experience is discussed. Recording observations, writing reports and preparing daily plans is explained and shown to be necessary for plotting a realistic long-range course. The importance of scheduling time is noted. The following section deals with specific subjects, both academic and those fostering creative and recreational growth. The comprehensive environment approach is related to the language arts, social

studies, arithmetic, science, physical education, music, art, homemaking, and occupational education. The final section enumerates and describes appropriate learning situations and discusses the total program concept. Selected references for professionals and students are included in some chapters.

Availability: The John Day Company, Inc., 62 West 45 Street, New York, New York 10036 ($6.95)

6. Bijou, Sidney W. Research in Remedial Guidance of Young Retarded Children with Behavior Problems which Interfere with Academic Learning and Adjustment. Final Report. June 1968, 87p. ED 024 190

*Behavior; Behavior Change; *Exceptional Child Research; Mathematics; *Mentally Handicapped; Motivation; Operant Conditioning; Parent Participation; *Preschool Children; Programed Instruction; Reading; *Reinforcement; Teacher Education; Teaching Methods; Writing

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionized on the basis of empirical behavioral principles. Children were referred from agencies and most had already unsuccessfully used special school services. The average age was 5-5 years, agerage IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography with 23 entries, a list of 10 publications resulting from this research, samples of pro-ram studies from the first 2 years, case studies, and eight figures are included.

7. Bijou, Sidney, W.; Grimm, Jeffrey A. Education and Training of the Young Retarded Child. 1971, 27p. ED 057 534

*Behavior Change; *Educational Methods; Educational Programs; Effective Teaching; *Exceptional Child Education; Intellectual Development; *Mentally Handicapped; Personality Development; *Program Descriptions; Social Development

Described is an educational method based on the application of behavioral theory said to be effective in teaching academic and personal-social behaviors to young retarded children. Reading, spelling, arithmetic, writing, and language programs are presented in moderate detail and are explained to adhere to heuristic procedure of identifying the behavior to be learned, analyzing the desired behavior in behavioral terms, programing the behavior provisionally, experimenting with the program, and making necessary modifications. Three stated reasons for the differential development of academic and personal-social behaviors are the disparity between quantity of quality educational material available for the two behaviors, the disparity between monitoring academic behaviors under external stimulus control and personal-social behaviors under control of self-generated stimuli, and social disagreement on nature of desirable personal-social behaviors. Examination of programing response contingencies focuses on the teacher's psychological knowledge of the task involved, the child's related repertories, and the manner response contingencies strengthen and maintain behavior. Also analyzed are programing of setting factors and personal-social traits, entrance assessment, program planning and modification, and teacher aides.

8. Blatt, Burton; Garfunkel, Frank. A Field Demonstration of the Effects of Nonautomated Responsive Environments on the Intellectual and Social Competence of Educable Mentally Retarded Children. 1965, 237p. ED 010 209

*Educable Mentally Handicapped; *Preschool Education; *Lower Class Students; *Demonstration Projects; *Academic Performance; Social Development; Preschool Children; Special Programs; Performance; Improvement Programs; Mental Retardation; Socioeconomic Status; Cognitive Development; Environmental Influences

A preschool program with children of low-socioeconomic status was conducted to enhance their educability. The sample (N 74) was divided by random assignment into one control and two experimental groups. Provisions were made for an optimal nursery school environment by (1) helping children to function socially in a group, (2) participating in experiences designed to arouse curiosity, and (3) training for acquisition of academic skills. During the 3-year program, a number of measuring instruments were employed--(1) cognitive (aptitude, achievement, language), (2) noncognitive (personality, social), and (3) environmental (home, family). The groups were no different at the conclusion of the study than they were at the beginning. Also, no evidence was obtained to support the theory that intelligence scores can be improved. It was suggested that additional effort should be given to the nature-nurture interaction, the time to begin interventions, and possible intervention models.

ED 010 209

9. Blumberg, Allen. The Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home. Final Report. September 1971, 20p. ED 055 391

Behavior Change; Demonstration Projects; *Exceptional Child Education; Mentally Handicapped; *Operant Conditioning; Parent Education; *Parent Role; *Self Care Skills; *Trainable Mentally Handicapped; Training Techniques

Described is a project in which parents of profoundly and severely mentally retarded children were taught techniques of operant conditioning to be used in training their children in self help skills such as feeding, toileting, and dressing, with the end goal of reducing the anxiety level of parents. Involved were 25 parents whose children were on the waiting list for admission to the Colin Anderson Center, a West Virginia state institution for the retarded. After a 3-day workshop on the fundamentals of operant conditioning, parents kept progress recordings of their daily work at home training their child in a particular self help skill for 1 month. Then each parent met with the investigator of the project to discuss the training and to have filmed the parent's demonstration of how they taught their children. Following evaluation of the filmed technique, parents returned home to work with their child for another month on the same or another skill. With the help of films made of parent demonstrations after the second month, parents recognized the progress which they and their children had made. Included in the report are five unedited parental descriptions of how they trained their child on dressing and toilet training skills.

10. Bricker, Diane; Bricker, William. Toddler Research and Intervention Project Report - Year 1. IMRID Behavioral Science Monograph No. 20. 1971, 94p. ED 059 559

Annual Reports; Child Development; *Cognitive Development; *Early Childhood; *Exceptional Child Research; Infant Behavior; *Intervention; *Mentally Handicapped

The report summarizes the first year of the Toddler Research and Intervention Project, a research program to devise and evaluate different aspects of educational intervention with children, ages 1-4 years, with moderate to severe development problems (primarily mental retardation). Described are the children who composed the intervention group, the physical classroom environment, classroom procedures, results of the first 8 months of intervention, initial investigations of language and cognitive training, and the parent training program. Also described are nine research projects carried out on the delayed and nondelayed young

children involved, investigating such areas as effects of reinforcement schedules on acquisition of stimulus control, Piaget's object permanence concept, motor imitation, contingent social stimulation of vocalizations, discrimination learning, maternal teaching style assessment, classification skills, and receptive vocabulary skills and learning.

11. Canner, Norma. And a Time to Dance. 1968, 144p.

Body Image; *Creative Activities; Creative Expression; Dance; *Exceptional Child Education; Instructional Materials; *Mentally Handicapped; Music Activities; Perceptual Motor Coordination; Photographs; *Physical Activities; Preschool Programs; Teacher Role; Teacher Workshops; *Teaching Methods

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for circle activities, non-participants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included.

Availability: Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95)

12. Chalfont, James C.; And Others. Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Final Report. August 1970, 72p. ED 056 444

Custodial Mentally Handicapped; *Exceptional Child Research; *Language Development; *Mentally Handicapped; *Mongolism; *Program Evaluation; Trainable Mentally Handicapped

The study sought to develop an integrated training program for children with mongolism based on their observed assets and deficits. The program's three major curricular emphases were self care skills, language development, and motor development needed in recreational activities. The teaching techniques included task analysis, behavior modification, systematic language instruction, and errorless learning. Field testing of the systematic language instruction area of curriculum was conducted in nine classes for custodial and trainable mentally handicapped children in three states. Four teachers received extensive training and supervision; four other teachers received minimal supervision; and one teacher was supervised by long-distance contacts. As a control, four contrast teachers used different

curricula. Research findings were that teachers not previously exposed to systematic language instruction could, with supervision, effectively use it, and that retarded children taught by the systematic language instruction achieved better on a set of language concepts than did children exposed to a different method. The study was concluded with the recommendation that a number of demonstration centers be developed. (For related programed instruction guidelines, see ED 056 445, ED 056 447, ED 056 443, ED 056 449).

10. Connor, Frances P.; Talbot, Mabel E. An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education. 1966, 314p. ED 014 132

*Educable Mentally Handicapped; *Curriculum Development; *Preschool Education; Classroom Environment; Curriculum Guides; Educational Research; Experimental Curriculum; Intellectual Development; Learning Processes; Preschool Children; Preschool Curriculum; Preschool Programs; Rating Scales; Special Classes; Special Education; Teaching Methods

This curriculum report is a description of a special education program for preschool educable mentally retarded children, together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods. The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings--discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management are discussed, as are the various evaluative methods used. A reference list of 69 items is included.

14. Dabney, Nelle, Ed. Curriculum Guide for Teachers of Trainable Mentally Retarded Children. 1971, 625p. ED 057 520

*Curriculum Guides; *Exceptional Child Education; *Mentally Handicapped; *Trainable Mentally Handicapped

The curriculum guide for trainable mentally retarded students in Missouri state schools for retarded children covers 10 major educational areas: sensory and perceptual training, oral language development, physical education, safety education, self care and personal health, interpersonal relations, fine arts, functional academics, home living, and vocational preparation. Listed for each area are learnings, procedures for the activity, and materials and equipment needed. Learnings are presented for three levels of development (primary, ages 5-10; intermediate, ages 10-14; advanced, ages 15-21), which are distinguished by the use of different colored pages. Information concerning resources and materials and a bibliography conclude each of the 10 areas covered.

15. Dittmann, Laura L. The Mentally Retarded Child at Home, a Manual for Parents. 1959.

*Exceptional Child Education; *Mentally Handicapped; *Self Care Skills; Child Development; *Child Rearing; Early Childhood; Adolescents; Childhood Needs; Parents; Parents Role; Parent Child Relationship; Education; Recreation; Recreational Activities; Skill Development; Family Relationship; Health; Learning Activities; Personal Adjustment; Student Adjustment; Toys

This manual is devoted chiefly to the management of young retarded children and concentrates on day-to-day activities--physical health, mental health, need for love and affection, sibling understanding, and training in self help and other skills. Early characteristics and needs are discussed. The following skills are treated--feeding, drinking, bathing, walking, behavior, toilet training, dressing, cleanliness and manners, discipline, speech, play, and group experiences. Problems of school entrance and adjustment to adolescence are considered. A list of suggested toys, equipment, and activities for home play is included.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)

16. Doty, Barbara A. Teaching Mothers to Use Behavior Modification Techniques with Their Mentally Retarded Children. April 1972, 5p. ED 060 584

*Behavior Change; *Exceptional Child Research;
*Mentally Handicapped; Mothers; Parent Education;
*Parent Role; *Trainable Mentally Handicapped

The project taught mothers to apply behavior modification techniques to their mentally retarded children's behaviors. Subjects were 16 trainable retarded children (mean MA 4.3 years, mean CA 5 years), living at home, and their mothers, who were randomly assigned to experimental (E) or control (C) groups. C mothers were told to ask their children to obey them, but received no modification training. E mothers underwent 9 days of laboratory training in elicitation of obedience using behavior modification techniques with a 100% reinforcement schedule, followed by 6 months of using the techniques at home to encourage obedience and shape responses. Evaluation showed that E mothers applied correct reinforcements more often (p less than .01) and elicited appropriate responses in their children more frequently (p less than .01) than did C mothers. In addition, E mothers continued to elicit obedience on command and successfully shaped responses in their children other than obedience, with schedules of partial reinforcement.

17. Dybwad, Rosemary F., Ed. International Directory of Mental Retardation Resources. 1971, 317p. ED 056 453

*Agencies; *Directories; *Foreign Countries;
Government Role; *International Organizations;
International Programs; *Mentally Handicapped;
Mental Retardation; National Organizations; Research
and Development Centers; Services

The directory lists and describes governmental and voluntary agencies, research, and other resources in the field of mental retardation in foreign countries. The first section, on international organizations, gives names, addresses, names of directors, and one or more paragraphs of description for the United Nations and its specialized agencies, intergovernmental agencies, international non-governmental organizations, international coordinating agencies, and regional non-governmental organizations. The second section, which constitutes the major portion of the directory, contains individual country reports for 60 countries. Each country's section contains a general description of the country and its provisions for education and services, listings of governmental agencies with definite mental retardation responsibilities, voluntary organizations, research institutes and programs, serial and other publications, and brief descriptive notes on program areas (case finding, diagnosis and assessment, consultation to parents, education, work training and employment, medical care, residential care, financial assistance, recreation, research, personnel training, planning), and other information for visitors interested in mental retardation.

18. Educable Mentally Handicapped -- Programs; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. July 1972, 27p. ED 065 965

*Abstracts; *Bibliographies; *Educable Mentally Handicapped; *Educational Programs; *Exceptional Child Education; Mentally Handicapped

The selected bibliography on educational programs for the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract, how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publications date of documents abstracted ranges from 1962 to 1971.

19. Educable Mentally Handicapped -- Research; A Selective Bibliography. Council for Exceptional Children, Arlington, Va. July 1972, 31p. ED 065 966

*Abstracts; *Bibliographies; *Educable Mentally Handicapped; *Exceptional Child Research; *Mentally Handicapped

The selected bibliography of research on the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the title and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1958 to 1971.

20. Educable Mentally Handicapped -- Programs: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. February 1971, 25p. ED 052 565

*Annotated Bibliographies; *Bibliographies; *Educable Mentally Handicapped; *Exceptional Child Education; Mentally Handicapped; *Program Descriptions

One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 100 references selected from Exceptional Child Education Abstracts concerning programs for the educable mentally retarded. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included for each entry. Entries include texts, journal articles, conference papers, and program guides. Author and subject indexes are provided.

21. Educable Mentally Handicapped -- Research: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Va. February 1971, 21p. ED 052 566

*Annotated Bibliographies; *Bibliographies; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Research Projects

Sixty-eight references selected from Exceptional Child Education Abstracts are included in the bibliography on research dealing with the educable mentally retarded. The bibliography is one in a series of over 50 similar listings related to handicapped and gifted children. For each research study, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included. Author and subject indexes are provided.

22. **Engel**, Rose C.; And Others. Language Development Experiences for Young Children. 1966, 300p. ED 010 125

*Educationally Disadvantaged; *Preschool Children; *Language Development; *Mentally Handicapped; Retarded Children; Teaching Guides; Resource Guides; *Language Enrichment; Low Ability Students; Language Aids

Although originally designed to aid the teachers of mentally handicapped children, this comprehensive handbook of language development experiences is useful for all teachers of preschoolers, including those children who are disadvantaged, physically handicapped, or learning English as a second

language. An itial discussion of language development and program planning is followed by explicit language experience activities in art, cooking, dramatic play, music, science, water play, and during story time and community trips. Each experience is presented on a single page of the manual with lists of material needed, things to do, things to talk about, and variations of the experiences suggested to do on another day. Also included are lists of books for teachers and books for children to further expand language growth. Forms for evaluation of a child's language development and progress as well as a cross-index of receptive and expressive language experiences discussed are also contained in the handbook.

23. Exceptional Children Conference Papers: Education of the Educable and Trainable Mentally Handicapped. Council for Exceptional Children, Arlington, Va. 1972, 130p. ED 062 734

*Cognitive Development; Conference Reports; *Exceptional Child Education; *Mentally Handicapped; *Moral Values; Music; *Program Descriptions

Thirteen conference papers focus on the education of educable (EMR) and trainable (TMR) mentally retarded children. Topics include comparisons of development of reasoning, moral judgment, moral conduct, and long term memory in normals and retardates. Other papers examine use of an interactive unit in teaching arithmetic, verbal information processing of EMRs on quantitative verbal problems, application of learning theory to evaluate of language development, and use of music and social reinforcement to increase group attending behavior. One paper describes a Down's Syndrome preschool program and four papers describe various aspects of the TMR program in Roanoke County, Virginia (overview, curriculum, use of music, and use of paraprofessionals).

24. Forbes, Donald G.; Raschick, Sally Carey. Walworth County Preschool Program. Rationale and Preliminary Report. September 1970, 100p. ED 050 534

*Exceptional Child Education; *Educable Mentally Handicapped; *Early Childhood Education; *Program Descriptons; *Behavior Change; Preschool Children; Intervention; Nonprofessional Personnel; Mentally Handicapped; Positive Reinforcement

The report describes an academic, compensatory education preschool program for educable mentally retarded children 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-

concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training.

25. Fouracre, Maurice H.; And Others. The Effects of a Preschool Program Upon Young Educable Mentally Retarded Children--Volume 1, the Experimental Preschool Curriculum. 1962, 312p. ED 002 797

*Mental Retardation; Educable Mentally Handicapped; *Child Development; *Preschool Programs; *Group Experience; Teaching Methods; *Experimental Curriculum; Curriculum Development; Methodology; Intellectual Development; Imagination; Self Help Programs; Physical Development; Manipulative Materials; Emotional Development; Social Development; Creative Expression

This curriculum report describes a special education program for educable preschool retardates together with an account of its development in experimental classes of New York City. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the participating children are discussed in detail. Developmental aspects of curricular programing included the following classroom activities--intellectual, creative and imaginative, social, emotional, manipulative, motor, and self-help projects. The study had a cross-sectional, longitudinal overlap type of design in which a new group was brought into the experimental situation each year for three regular school terms. From a general point of view, these children manifested unanticipated growth in attending to their assigned tasks. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits.

26. Gardner, James M., Ed. Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C., May, 1970). 1970, 69p. ED 046 183

*Behavior Change; *Conference Reports; *Exceptional Child Education; Theories

Papers dealing with behavior modification, presented at the annual meeting of the American Association on Mental Deficiency (94th, Washington, D.C., May, 1970), are given in a two volume series. Volume 1 deals with the theoretical papers on behavior modification. Burton Blatt urges much needed reform in the mental institutions of today: ground rules for behavior modification as applied to the educational setting are discussed by Donald MacMillan; Steven Forness talks about behavior modification as an educational and training tool; measurement of adaptive behaviors for programing in residential institutions is explored by Earl Balthazar; and Sherman Yen discusses the mental health technician in the psychological service.

27. Gardner, James M., Ed. Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C., May, 1970). 1970, 98p. ED 046 184

*Behavior Change; *Conference Reports; *Exceptional Child Research; *Research Reviews (Publications)

Research papers on behavior modification, presented at the 94th annual meeting of the American Association on Mental Deficiency, are cited in Volume 2 of a two part series. Presentations by James Gardner, Maurice Dayan, Luke Watson, Robert Wahler, and Robert Conrad are given. Volume 1 (ED 046 183) deals with theoretical papers and complements Volume 2.

28. Griffiths, Ciwa. Conquering Childhood Deafness, A New Technique for Overcoming Hearing Problems in Infants and Children. 1967.

*Aurally Handicapped; *Exceptional Child Research; *Teaching Methods; Auditory Evaluation; Auditory Tests; Auditory Training; Aural Stimuli; Children; Deaf; Hear Foundation; Hearing Aids; Infants

A technique for overcoming hearing problems in infants and children is described in this book which also reports on 10 years of hear (hearing education through auditory research) foundation achievements. Any child is eligible for audiometric evaluation and/or therapy at the foundation, which routinely fits children with binaural aids. Explanations are given for auditory procedures, techniques for auditory training and screening of infants, and the fitting of the binaural aids--two separate units with microphones, power controls, and receivers. The hear training unit 1A which can supply an amount of sound equivalent to the amount of loss in any frequency range is described. The importance of the early use of amplified sound is stressed. A study of 42 infants, from age 30 days

to 33 weeks, who were fitted with binaural aids as soon as a hearing loss was discovered is reported. Aids ranged from 6 weeks to more than 1 year. Of the infants, 74 percent became normally responsive. Theories for the change in hearing level are presented. All 42 infant case studies are briefly discussed. The appendixes include photographs of hard of hearing children, a description of the hearometer used for screening, and tables containing details of the infant study.

Availability: Exposition Press, Inc., 386 Park Avenue South, New York, New York 10016 ($5.00)

29. A Guide for Teachers of Educable Mentally Handicapped Children. Oklahoma State Dept. of Education, Oklahoma City. 1970, 173p. ED 046 180

Agencies; Curriculum Guides; *Educable Mentally Handicapped; *Exceptional Child Education; Mentally Handicapped; Organizations (Groups); Placement; *Primary Grades; Resource Guides; *Teaching Guides

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curricula, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as ED 046 181.

30. Hayden, Alice H. Staff Training in a University Setting (With Emphasis on Behavior Modification). Volume III, Number 3. 1971, 68p. ED 061 658

Behavior Change; *Early Childhood Education; *Exceptional Child Education; Interpersonal Competence; *Mentally Handicapped; Models; Preschool Children; *Staff Orientation; *Staff Role

Presented are three scripts on training, orientation, and role of a model preschool staff, on building interpersonal competence in a preschool child, and on a model of staff training, orientation, and role in a university setting. The first script contains commentary for 80 slides on staff training for a model preschool mental retardation research and training center.

Representative slides concern physical facilities, a field program operated in conjunction with a Head Start program, staff training process, instructional materials used, observation of children and recording of data, and program evaluation. The film script on building social skills in the preschool child focuses on three purposes of the pilot classroom for mentally handicapped children: to modify behaviors of those children who demonstrate behavior problems or learning disabilities, to provide a laboratory for training a laboratory setting in which the relationship between a child's social behavior and his environmental influences can be studied. The third script on a staff training model in a university setting provides a brief description of the functions, multidisciplinary, administrative, insturctional, staff training, and evaluation systems in the overall working model with mentally handicapped children.

31. Heber, Rick; Garber, Howard. An Experiment in the Prevention of Cultural-Familial Mental Retardation. 1970, 22p. ED 059 762

Child Development; Comparative Analysis; *Disadvantaged Youth; Environmental Influences; Experimental Programs; *Infants; *Intellectual Development; *Intervention; Longitudinal Studies; Mental Retardation; Mothers; *Parent Child Relationship; Preschool Children; Urban Slums

In a study of ways of preventing mental retardation in the population of a city slum, surveys were conducted. The major finding was that the variable of maternal intelligence was the best single predictor of the level and character of intellectual development in the offspring. The survey also showed that the lower the maternal IQ, the greater the probability of offspring scoring low on intelligence tests. A longitudinal, prospective investigation was made of the determinants of the kind of retardation which perpetuates itself from parent to child in the "slum-dwelling" family. Using maternal IQ as a basis for selection of a group of newborns, comprehensive intervention in the social environment was undertaken with 40 newborns of mentally retarded mothers (IQ less than 70). The objective of this intervention was to displace all of the presumed negative factors in the social environment of the infant. The age range of the children was about one year, with the oldest being about four years. Results showed that the experimental children at 42 months surpassed the control group on the order of 33 IQ points, and had a learning capacity surpassing that anticipated. It is hoped that the data may prove that it is possible to prevent mental retardation in children reared by parents who are both poor and limited in ability. Nine figures illustrate the study.

32. Hodges, Walter L.; And Others. The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report. December 1967, 164p. ED 021 948

Exceptional Child Research; *Disadvantaged Youth; Preschool Children; Adjustment (to Environment); Achievement; Mentally Handicapped; Language Development; Motor Development; Social Development; *Individual Development; Educable Mentally Handicapped; Slow Learners; Culturally Disadvantaged; Preschool Programs; *Kindergarten Children; *Educational Diagnosis; Curriculum; *Curriculum Development; Curriculum Evaluation; Cognitive Processes; Psychological Patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning.

33. Jacobs, Jerry. The Search for Help: A Study of the Retarded Child in the Community. 1969, 135p. ED 034 361

*Educational Programs; *Exceptional Child Education; Family Problems; Family Relationship; *Identification; *Mentally Handicapped; Mongolism; Parent Attitudes; *Parent Reaction; Physicians; Preschool Programs; Teacher Attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after

preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings.

Availability: Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95)

34. Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. 1968, 144p. ED 028 583

Associative Learning; Auditory Perception; *Communication Skills; Disadvantaged Youth; *Exceptional Child Education; Instructional Materials; Language; Language Development; *Learning Activities; Learning Disabilities; Listening Skills; Memory; Mentally Handicapped; Perceptual Motor Learning; Preschool Children; *Psycholinguistics; Recall (Psychological); *Teaching Methods; Verbal Ability; Visual Perception

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources.

35. Karnes, Merle B. Staff Training in a University Setting (Emphasis on Parent Training). Volume II, Number 5. 1971, 35p. ED 061 660

*Educable Mentally Handicapped; Educational Programs; *Exceptional Child Education; Intervention; Mentally Handicapped; *Multiply Handicapped; *Preschool Children; *Staff Role

Presented is the script for a slide show on staff role and training, with emphasis on parent education, in an educational program for preschool children who are educable mentally handicapped and who have at least one other handicapping condition from the areas of hearing, vision, speech, orthopedic, or emotional

disturbance. The main project objective is to provide intervention to help the children function more effectively in the home, in school, and in society. Representative slide commentaries discuss the organization of the precise early education of children with handicaps program, children's daily activities in small and large groups, participation by all members of the family, parent support and education, admission of child to program, parent role in learning activities in the home, family development, use of video and audio tapes to instruct the parents, home visits, and helping families with transportation and babysitting problems to encourage parent attendance at regular meetings.

36. Kugel, Robert B.; Parsons, Mabel H. Children of Deprivation, Changing the Course of Familial Retardation. 1967, 92p. ED 022 276 (Available in microfiche only from EDRS)

Child Development; Educable Mentally Handicapped; *Environmental Influences; *Exceptional Child Research; *Family (Sociological Unit); Family Environment; Family Health; Family Life Education; Medical Treatment; *Mentally Handicapped; *Preschool Children; Preschool Programs; Social Opportunities

The growth of preschool familial retarded children was recorded, and attempts were made to alter the course of their development. Of lower socioeconomic class, the 16 subjects aged from 3 to 6, had IQ scores from 50 to 84 and no neurological deficits. One or both of their parents and at least one sibling were mentally subnormal. The subjects and 21 of their 93 siblings attended an experimental nursery school for 1 to 3 years. Intervention consisted of medical and dental care, psychological evaluation, training of mothers in nutrition and food preparation, and structured social interaction among mothers. Medical diagnoses revealed that children were retarded partly because of mild encephalopathy, partly because of psychosocial factors, and frequently both. Over the course of the project, the growth rate of the children (who were 81% below average in weight and 84% below in height) ranged from 0 to 24.4% partly due to increased nutritional intake. Although 32 of the children attending the school gained some in IQ, the group with normal electroencephalographs gained the most. Group meetings gave the mothers a feeling of belonging and were more successful than sewing classes.

37. L'Abate, Luciano; Whitaker, Daniel L. An Annotated Bibliography of Behavior Modification with Children and Retardates. August 1967, 38p. ED 020 025

*Annotated Bibliographies; *Behavior Change; Behavior Patterns; Behavior Problems; Behavior Theories;

*Behavioral Science Research; Exceptional Child Research; *Retarded Children; Literature Reviews; Educational Retardation; Mental Retardation; *Reinforcement; Operant Conditioning; Positive Reinforcement; Negative Reinforcement

Papers or studies concerned with the application of behavior modification principles to children and retardates are included in this annotated bibliography. Authors are listed alphabetically. A short paragraph describes the general nature of each study cited, and bibliographic references are given. There are 130 entries in this bibliography.

38. Linford, Anthony G.; Jeanrenaud, Claudine Y. Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part IV: Motor Performance and Recreation Instruction. August 1970, 120p. ED 056 449

*Exceptional Child Education; Guidelines; Handicrafts; Lesson Plans; *Mentally Handicapped; *Motor Development; Music; *Programed Instruction; Programed Materials; *Recreation; Trainable Mentally Handicapped

The manual of programed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and direct instruction. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisite skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a comination of the following gross motor movements: balance, object projection, object reception, body projection, and body reception. The rhythm section consists of model lesson plans on four attributes thought to be necessary for musical rhythm readiness: stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. The arts and crafts section includes model lesson plans on modeling with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programed instruction guidelines, see ED 056 444 - ED 056 445, ED 056 447 - ED 056 448.

39. Mental Retardation Activities of the Department of Health, Education, and Welfare. Department of Health, Education, and Welfare, Washington, D.C. March 1972, 56p. ED 063 720

Child Development; Educational Programs; *Exceptional Child Services; *Federal Programs; Governmental Role; Health Services; Mental Health; *Mentally Handicapped; *Program Descriptions; Rehabilitation; Social Services

Briefly described are eight mental retardation programs of the Department of Health, Education, and Welfare. Coordination is thought to be the most crucial factor in successful administration of the mental retardation programs. The mental retardation activities of the Department are arranged according to categories of preventive services, basic and supportive services, training of personnel, research, construction, and income maintenance. The Office of Child Development is first described; mentioned are the Children's Bureau and Head Start. The Office of Education is next described, its divisions of training programs, educational services, and research. A general explanation of the Health Services and Mental Health Administration includes maternal and child health service, Bureau of Community Environmental Management, Center for Disease Control, Indian Health Services, and Health Care Facilities Service. Broad research activities of the National Institutes of Health are mentioned, followed by a lengthy description of the Social and Rehabilitation Service. Short sketches are then drawn of the Social Security Administration, Food and Drug Administration, and the Surplus Property Program.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)

40. Mental Retardation Activities of the Department of Health, Education, and Welfare, January 1971. Department of Health, Education, and Welfare, Washington, D.C. January 1971, 100 p. ED 050 532 (Available in microfiche only from EDRS)

*Exceptional Child Services; *Federal Aid; *Federal Legislation; Financial Support; *Government Role; *Mentally Handicapped; National Programs; Program Descriptions

The report describes the current mental retardation activities of the Department of Health, Education, and Welfare (DHEW). Discussed in the introductory section are the coordination of mental retardation programs and the categories of mental retardation activities of the Department: preventive services, basic and supportive services, training of personnel, research, construction, and income maintenance. The body of the report details the mental retardation activities in these major categories carried out by the following branches of DHEW: Office of the Assistant Secretary for Administration, Health Services and Mental Health Administration, National Institutes of Health, Office of Education, Social and Rehabilitation Service,

Social Security Administration, and Food and Drug Administration. Appendixes provide additional information on the financial obligations of DHEW for mental retardation programs for fiscal years 1970-72, income maintenance, and the Developmental Disabilities Services and Facilities Construction Act (P.L. 91-517).

41. Mental Retardation Activities of the Department of Health, Education, and Welfare. Secretary's Committee on Mental Retardation (DHEW), Washington, D.C. January 1970, 90p. ED 038 796 (Available in microfiche only from EDRS)

Administration; Annual Reports; Educational Programs; *Exceptional Child Services; Financial Support; *Federal Programs; Health Services; *Mentally Handicapped; Professional Training; Rehabilitation Programs; Research; Social Services

Introduced by discussions of the coordination of mental retardation programs, a summary of activities, and a list of the Secretary's Committee on Mental Retardation for 1969, the pamphlet reports the activities of the U.S. Department of Health, Education, and Welfare in mental retardation. Activities described include those of the Health Services and Mental Health Administration, the National Institutes of Health, the Office of Education, the Social and Rehabilitation Service, the Social Security Administration, the Consumer Protection and Environmental Health Service, and the Surplus Property Program. An appendix outlines the fiscal obligations for 1969 through 1971.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

42. Mental Retardation Activities of the U.S. Department of Health, Education, and Welfare. Department of Health, Education, and Welfare, Washington, D.C. January 1969, 27p. ED 029 414

Child Welfare; Construction Needs; *Exceptional Child Services; Federal Aid; Federal Legislation; Health Services; Medical Research; *Mentally Handicapped; *National Programs; Older Adults; Prevention; Professional Education; Program Coordination; Research Projects; Social Services; State Programs; Teacher Education; Vocational Rehabilitation

The coordination of mental retardation programs in the U.S. Department of Health, Education, and Welfare (DHEW) and 1968 mental retardation legislation are reviewed. Departmental activities summarized include those of the Health Services and Mental Health Administration, National Institutes of Health,

Office of Education, Social and Rehabilitation Service, Social Security Administration, Consumer Protection and Environmental Health Service, and Surplus Property Program. Also listed are membership, subcommittees, and 1968 publications of the Secretary's Committee on Mental Retardation; regional coordinators and offices of DHEW; and obligations for programs for fiscal years 1965-70.

43. Mental Retardation Activities of the U.S. Department of Health, Education, and Welfare. January 1967.

*Exceptional Child Services; *Legislation; *Mentally Handicapped; *National Programs; Advisory Committees; Construction Needs; Dependents; Federal Aid; Federal Legislation; Federal Programs; Financial Policy; Financial Support; Grants; Handicapped; Interagency Coordination; Medical Services; Mental Retardation; Prevention; Professional Education; Research; Social Services; Special Services; State Federal Support; State Programs; Welfare Services

Mental retardation activities of the U.S. Department of Health, Education, and Welfare are reviewed. The roster of the Secretary's Committee on Mental Retardation is provided. The introduction contains information concerning (1) the coordination of mental retardation programs through the committee, (2) the six pieces of 1966 mental retardation legislation, (3) the President's Committee on Mental Retardation, and (4) a summary of mental retardation activities in the areas of preventive services, other services, professional preparation, research, construction, state coordination, and income maintenance. Descriptions are included for the mental retardation activities of specific agencies within the department--the Public Health Service, the Office of Education, the Vocational Rehabilitation Administration, the Welfare Administration (both the Children's Bureau and the Bureau of Family Services), the Food and Drug Administration, the Social Security Administration, the Administration on Aging, and the Surplus Property Programs. Appendixes outline financial obligations for programs for fiscal years 1966-67, authorizations for appropriations for grants in the period 1964-69, the regional offices of the department, and an annotated listing of five references available from either the Secretary's Committee or the Superintendent of Documents.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55)

44. The Mentally Retarded Child. Julian D. Levinson Research Foundation for Mentally Retarded Children, Chicago, Illinois. 1965.

*Exceptional Child Education; *Family (Sociological Unit); *Mentally Handicapped; Mental Retardation; Adolescents; Adults; Anatomy; Children; Clinical Diagnosis; Community Responsibility; Custodial Mentally Handicapped; Educable Mentally Handicapped; Etiology; Medical Evaluation; Medical Treatment; Parent Child Relationship; Parent Counseling; Parents; Parent Reaction; Parent Responsibility; Prevention; Trainable Mentally Handicapped

A revision by the Levinson Foundation staff of a book written by Dr. Abraham Levinson in 1952, and written for parents of mentally retarded children, this book reviews typical parental reactions to the birth of a retarded child and offers advice on home care, sibling acceptance, and discipline. Its contents include such matters as historical background, the concept of mental retardation, structure and function of the brain, team approach to diagnosis, early recognition, causes, treatment, prevention, education, community and state responsibility, progress in research, and outlook for the future. The final chapter contains answers to 29 specific questions most often asked by parents. Also included are sources of current annotated listings of schools and institutions and a list of 22 selected readings.

Availability: John Day Company, 62 West 45th Street, New York, New York 10036 ($4.50)

45. The Mentally Retarded Child in the Classroom. The Psychological Foundations of Education Series. 1965.

*Exceptional Child Education; *Mentally Handicapped; *Curriculum; *Teaching Methods; *Program Planning; Educable Mentally Handicapped; Etiology; Identification; Individual Characteristics; School Services; School Personnel; Preschool Programs; Elementary Programs; Secondary Education; Parent Responsibility; Community Responsibility; Secondary Grades; Elementary Grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered--(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic.

Availability: The Macmillan Company, 866 Third Avenue, New York, New York 10022 ($1.35)

46. Meyen, Edward L., Ed. Planning Community Services for the Mentally Retarded. 1967

*Exceptional Child Services; *Mentally Handicapped; *Vocational Rehabilitation; *Community Programs; *Program Planning; Social Work; Mental Retardation; Program Administration; Community Services; Social Services; Clinics; Rehabilitation Programs; Residential Care; Sheltered Workshops; Day Care Services; Preschool Children; State Programs; Adolescents; Adults; Children; Social Planning; Trainable Mentally Handicapped; Educable Mentally Handicapped; Community Programs; Community Planning

Designed as a supplementary text for basic courses on mental retardation, special education administration, vocational rehabilitation, and social work, this collection of 35 readings presents background on the major service areas which are necessary in providing a continuum of care for mentally retarded citizens. The readings are divided into five categories--basic guidelines to planning (seven articles), clinic services (seven articles), rehabilitation services (10 articles, seven of them on sheltered workshops), day care services (five articles), and residential care (six articles). Each area is preceded by a brief introduction from an educational perspective and followed by situation discussion questions. Organized in sections to parallel these five categories, the bibliography includes 127 entries.

Availability: The International Textbook Company, Scranton, Pennsylvania 18515 ($4.95)

47. Mild Mental Retardation--A Growing Challenge to the Physician. Group for the Advancement of Psychiatry, New York, New York. September 1967, 635p.

*Exceptional Child Education; *Mentally Handicapped; *Disadvantaged Youth; *Family (Sociological Unit); *Counseling; Medical Treatment; Parent Counseling; Physicians; Socioeconomic Status; Socially Disadvantaged; Mental Retardation; Etiology; Clinical Diagnosis; Pathology; Counselor Role; Childhood Needs; Emotional Maladjustment; Individual Characteristics; Prevention; Parent Attitudes; Parental Background; Family Characteristics; Medical Services; Educable Mentally Handicapped; Civil Rights; Legislation

Intended for physicians, this document describes the nature and scope of the problem of mild mental retardation, and presents guidelines for medical

care and counseling of midly mentally retarded children and their families. Two groups of such children (based on high or low socio-cultural level) are examined and characterized. The two groups are discussed in terms of the diagnostic process, infancy and preschool years, elementary school years, adolescence and adulthood, and psychopathology. Etiology and prevention are considered from the viewpoint of organic, socio-cultural, and psychological factors, and of prevention. The physician's role in treatment and the law regarding the rights of the mentally retarded are also described. A list of 13 suggested readings is provided.

Availability: Publications Office, Group for the Advancement of Psychiatry, 104 East 25th Street, New York, New York 10010 ($1.00)

48. Missouri Schools for the Retarded, Title I Project. Program Enrichment for State Schools for Retarded. Missouri Schools for the Retarded. 1968, 365p. ED 029 427

Enrichment Programs; *Exceptional Child Research; Federal Aid; Home Visits; Inservice Teacher Education; *Mentally Handicapped; Parent School Relationship; Physical Recreation Programs; Preschool Programs; Program Evaluation; Speech Therapy; *State Programs; Summer Programs; Televised Instruction; *Trainable Mentally Handicapped; Video Tape Recordings

Enrichment programs conducted in Missouri state schools for trainable mentally retarded (TMR) children under Title I funding in 1967 are evaluated. Charts give the progress of 153 TMR pupils in the physical fitness programs conducted in three schools while case histories indicate improvement of six children in a prekindergarten enrichment program. The progress of a video tape teaching project is mentioned and two examples of pilot filmstrips developed are given. Reports and case histories submitted by speech teachers who conducted oral communication programs for 105 multiply handicapped TMR children in five day schools are presented. Reported by charts and pupil progress reports are results from a 6-week summer school training program offered by training centers to 542 TMR children; twelve independent studies resulting from the summer program are included. An account is given of an inservice teacher institute on new trends in TMR curriculum development which involved 150 teachers and supervisors. Finally, case histories and teacher reports from two schools which have home school coordinators provide an evaluation of the services obtained to solve children's school and family problems.

49. Molitor, M. Graham; And Others. A Curriculum for the Pre-School Child. January 1967, 24p. ED 016 341

*Exceptional Child Education; *Curriculum; *Mentally Handicapped; Preschool Children; Educable Mentally Handicapped; Trainable Mentally Handicapped; Institutional Schools; Institutionalized (Persons); Preschool Curriculum; Preschool Programs; Curriculum Guides; Residential Schools; Residential Programs

This preschool program of the Southern Wisconsin Colony and Training School is planned to provide stimulation and experiences similar to those which a mother might provide at home. Experiences provide opportunities for indulgence of curiosity and imagination, comfortable competition with self and others, recognition and attention as an individual, participation to foster growth in individual capacities, and social participation. Experiences are outlined in four major areas--(1) self-care, (2) body usage, (3) basic knowledge, and (4) self expression. Teaching suggestions are presented for each area. The bibliography lists 10 items.

50. Molloy, Julia S. Trainable Children, Curriculum and Procedures Based on the Curriculum of the Orchard School for Retarded Children, Skokie, Illinois. 1963.

Exceptional Child Education; Mentally Handicapped; Curriculum; *Trainable Mentally Handicapped; *Curriculum Guides; Lesson Plans; Records (Forms); Art; Handicrafts; Handwriting; Language Development; Music; Numbers; Physical Education; Reading; Kindergarten; Intermediate Grades; Primary Grades; Adolescents; Children; Identification; Student Placement; Educational Objectives; Instructional Materials; Teaching Guides; Student Characteristics

This program incorporates the training needs of the severely retarded child in a logical, psychological sequence to provide the child with the opportunity to grow physically, emotionally, intellectually, and spiritually in order that adequate self care, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution. The characteristics, identification, and placement of trainable children as well as the philosophy, purpose, and operation of the special class for trainables are discussed. Background information, teaching techniques, sequence of activities, and materials are presented for teaching arts and crafts, handwriting and language development, music, numbers, physical education and play, and reading. Programs for preschool, kindergarten, primary, junior intermediate, and senior intermediate students

outline objectives, management, and materials for physical, social, emotional, and intellectual growth. A program for young adults is outlined. Lesson plans with sample forms are presented. A detailed chart for recording progress lists physical, emotional, social, intellectual, and spiritual levels of development. Samples of 10 report forms are included. Annotations are included along with a 23-item bibliography.

Availability: The John Day Company, 62 West 45th Street, New York, New York 10036 ($3.50)

51. Murdoch, Thomas S. A Curriculum Guide for the Educable Retarded. 1964, 66p. ED 012 980

*Curriculum Guides; *Educable Mentally Handicapped; Mentally Handicapped; Special Education; Units of Study (Subject Fields)

Designed to outline a program based on the needs of educable mentally handicapped pupils, this guide presents a logically structured sequence of goals or accomplishments from pre-school through the secondary level. State standards for identification, classification, and class composition are presented along with teacher qualifications, and certification requirements. Suggestions to the teacher for working with parents, testing and reporting methods, and suggestions for classroom equipment and facilities are given. Instructions in developing, presenting, and evaluating an experience unit as the basic instructional method are presented. In addition, goals are given for each of five age levels in arithmetic, social communications, safety, health, and vocational competencies.

52. The New Jersey Comprehensive Plan to Combat Mental Retardation. New Jersey Div. of Mental Retardation. June 1966, 180p. ED 027 655

Clinical Diagnosis; Community Programs; Cooperative Planning; Counseling; Day Care Programs; Educational Programs; *Exceptional Child Services; Incidence; Legislation; *Mentally Handicapped; Personnel Needs; Preschool Programs; Prevention; Program Costs; Research Needs; Residential Programs; State Agencies; *State Programs; Vocational Rehabilitation; Welfare Services

Recommendations to combat mental retardation in New Jersey are made in the following areas: coordination; research; prevention, detection, and treatment; clinical, social, recreation, and religious services; residential care; education; vocational rehabilitation; law; manpower and training; and public awareness. Additional information is given concerning the scope of the

problem, including definition, measurement and classification, and prevalence. Services in 21 areas are described, as are state programs in the Departments of Institutions and Agencies, Health, Education, Labor and Industry, and State (the Division on Aging). Cost of program implementation, community programs, the State construction plan, and new project proposals are also treated. Nine charts, four appendixes, a bibliography, and information on making this report are provided.

53. Program Planning for Retarded Classes. Dade County Public Schools, Miami, Fla. December 1964, 103p. ED 014 162

*Educable Mentally Handicapped; *Trainable Mentally Handicapped; *Curriculum Guides; Elementary School Students; Instructional Materials; Preschool Programs; Secondary School Students; Special Education

This curriculum guide presents five programs for mentally handicapped children--preschool retarded, severely retarded, primary educable retarded, intermediate educable retarded, and junior and senior educable retarded. Social studies, language, arithmetic, music, art and crafts, physical education, science, writing, spelling, occupational training, and reading are outlined by objectives and activities. Suggested lists of instructional materials and teacher bibliographies are included.

54. Rickert, Devoe C.; Morrey, James G. Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report. January 1970, 80p. ED 053 524

Behavior Change; Child Rearing; *Exceptional Child Research; *Mentally Handicapped; *Parent Education; *Parent Role; *Precision Teaching

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text.

55. Ross, Dorothea. The Relationship Between International Learning, Incidental Learning and Type of Reward in Preschool Educatable Mental Retardates. June 1967, 46p. ED 016 348

*Exceptional Child Research; *Mentally Handicapped; *Reinforcement; Learning; Preschool Children; Educable Mentally Handicapped; Children; Classroom Research; Incidental Learning; Games; Childrens Games; Positive Reinforcement

The purpose of this research was to study the effects of different rewards for intentional learning on incidental learning acquired by preschool educable mental retardates in a game situation. An adult experimenter taught each retardate to play motor, social and problem-solving games (intentional learning). A second adult served as a player and exhibited mannerisms (incidental learning) while playing. To emphasize the rules, this player made errors and was corrected by the experimenter. The players either were given tangible, symbolic, or social rewards, or were not rewarded. They received only one type of reward in any one game. It was hypothesized that the highest intentional and lowest incidental scores would result from tangible rewards. The best intentional-incidental score combination would result from social and symbolic rewards. The best intentional-incidental score combination would result from social and symbolic rewards. The highest incidental scores would occur in the no-reward condition. The following results were obtained. In experiment one intentional learning did not vary as a function of type of reward. Success in the game appeared to be a more powerful reinforcer than the rewards offered by the experimenter (the retardate typically experiences social play deprivation and failure in game situations). In experiment two all retardates were accustomed to success in game situations. The highest intentional scores resulted from tangible rewards, the highest incidental scores occurred in the no-reward condition. The incidental scores in the tangible and social reward conditions did not differ. Both tangible and social rewards were associated with a satisfactory intentional-incidental score combination. Descriptions of the games are presented in the appendix. A reference list includes 32 items.

56. Ross, Dorothea. The Use of Games to Facilitate the Learning of Basic Number Concepts in Preschool Educable Mentally Retarded Children. Final Report. December 1967, 91p. ED 023 243

Attention Control; Behavior Change; Children; Educable Mentally Handicapped; Educational Games; *Exceptional Child Research; Group Behavior; Group Tests; Instructional Materials; *Mathematics; *Mentally Handicapped; Motivation; *Recreation; *Teaching Methods; Test Reliability; Test Results

Group games were used to teach basic number concepts to educable mentally retarded children. The number concepts were integral but incidental to the intentional teaching of game skills. Subjects were 21 boys and 19 girls from eight classes, free of gross defects (means were IQ=6622, age=7.9, mental age=5.11), and matched in pairs for chronological age, mental age, IQ, and scores on pre-experimental tests of number concepts, game skills, preference for social play, and voluntary social participation in school. The experimental group of 20 participated 100 minutes a week in a 9-month game program; the control group, also 20, attended a traditional math program, and both were tested at the middle and end of this period. The experimental group scored higher on both mid-experimental ($p < .003$) and post-experimental ($p < .0003$) measures on the Number Knowledge Test (test reliability=98% on Form A and 93% on Form B), higher on the post-experimental measure ($p < .002$) on the spontaneous use of quantitative terms, and made fewer errors on both the mid-experimental ($p < .005$) and post-experimental ($p < .0005$) tests on General Game Skills (test reliability=91%). Game and modeling procedures and attention directing variables (use of excitement and rewards) are suggested as teaching techniques for retarded children, and a handbook for teaching game skills is included.

57. Scheerenberger, R. C., Ed. Mental Retardation, Selected Conference Papers. 1969, 220p. ED 033 491

*Ancillary Services; Behavior Change; Communication Skills; Community Services; Cooperative Programs; Evaluation Methods; *Exceptional Child Education; Foster Family; Handicrafts; *Identification; Institutionalized (Persons); Medical Evaluation; *Mentally Handicapped; Nursery Schools; *Program Planning; Religious Education; Rural Areas; Teaching Methods; Tests; Transportation; Volunteers

A compilation of selected papers includes the following: comprehensive diagnostic services; pediatric aspects of diagnosis; psychological evaluation of the severely retarded; use of social competency devices; diagnosis of the adult retarded; programing for the severely retarded; nursery school experiences for the trainable; a practical approach to teaching; behavior shaping with the severely retarded; development of communication skills; a speech, language, and hearing program; arts and crafts with preschool children; music activities; activity programs; recreation and educational evaluation. Also discussed are these topics: medical considerations; the role of the nurse; public health services; pastoral care; boarding home provisions; social services in residential care facilities; a volunteer program in a residential facility; transportation facilities; developing community services; planning local services and programs; programing and the public schools; the needs of the retarded program planning, and satellite programs in rural areas; a project in Wisconsin; and diagnosis and followup in non-metropolitan areas.

58. Silverstone, Naomi, Ed. Programs for Infants and Young Children. Part I: Education and Day Care. October 1970, 221p. ED 047 807

Community Programs; *Comprehensive Programs; Day Care Programs; *Early Childhood Education; *Educational Programs; Films; Foreign Countries; Home Programs; Infants; Information Sources; Mental Retardation; Preschool Children; *Program Descriptions; *Program Effectiveness; Special Services

This book is intended for use by local committees who are planning and organizing day care and education programs for infants and young children. Descriptions are given of various types of programs that are already in operation: 32 in the United States and three in other countries. Some of these programs are comprehensive but highlight educational skills; some are primarily concerned with education, either at home or in learning centers and some provide day care. Other programs provide services for the mentally retarded or others with special needs. Each program summary is followed by four sections: (1) objectives; (2) program descriptions; (3) effectiveness; and (4) replication. Further information may be obtained by writing to individual program directors; addresses are included. A bibliography gives other sources of information on early childhood programs and includes film suggestions.

59. Special Education Facilities: Schools and Playgrounds for Trainable Mentally Handicapped Children. Ontario Dept. of Education, Toronto. 1971, 25p. ED 058 688 (Available in microfiche only from EDRS)

Arthitectural Programing; *Building Design; *Classroom Arrangement; Educational Facilities; *Exceptional Child Education; Mentally Handicapped; *Playgrounds; School Buildirgs; *Trainable Mentally Handicapped

Intended to assist school boards in planning educational facilities for trainable mentally retarded children, the booklet contains designs illustrating both the general structure and specific room arrangements for various sizes of school and various age groups. The designs show small, self-contained schools where mobility in the grouping of classes and flexibility in the arrangement of training facilities can be achieved easily. In addition to building layout and classroom arrangement, suggestions are made concerning bathrooms, playroom, kitchen, craft room, principal's office, and staff and health room. Discussion of the playground area covers both the planning of outdoor areas and specific types of recommended playground equipment.

60. Stott, D. H. A Case of Pseudo-Retardation. 1971, 26p. ED 056 441

*Behavior Change; *Case Studies; Clinical Diagnosis; *Exceptional Child Education; Maturation; *Mentally Handicapped; Parent Influence; *Role Playing

Review of a case study of a 4-year-old girl who assumed the role of a retardate reveals that the girl probably suffered multiple congenital impairments of a minor character that affected the central nervous system and the structures governing social behavior and maturation. The stated basis for pseudo-retardation is the person's ability to function at a normal level at certain times or in some areas. In a general discussion of pseudo-retardation, the author advocates that clinical diagnosis of retardation needs to include assessment of the motivational variable. The girl's mother is said to have accepted the diagnosis of temperamental abnormality and consequent retardation and to have reinforced the girl's dependence. The girl's normal eye movements are said to have suggested, however, that the girl knowingly controlled behavior of those around her. Behavior and intellectural development are shown to be successful. It is concluded that the girl's excessive need for attachment after the age of 1 1/2 years motivated her mother to be overprotective, which the girl exploited with a guise of retardation.

61. Taylor, Don. Staff Training in a Public School Setting. Volume II, Number 8. 1971, 66p. ED 061 663

*Early Childhood Education; *Exceptional Child Education; Handicapped Children; *Inservice Teacher Education; *Mentally Handicapped; Parent Education; *Staff Orientation; Volunteers

The document details staff training methods and activities used at the Chapel Hill Preschool Project for Developmentally Handicapped Children. Population targets of training efforts are explained to include not only the project's immediate staff but also parents, volunteers, and the community. The staff training program is explained in terms of its five components: needs assessment and establishment of training objectives, organization (structuring and scheduling) of training, content of training, methods, and trainers. More briefly described are the training programs for parents, volunteers, and community. Supplementary material includes guideline materials and forms distributed to volunteers and parents, various student and program evaluation forms, and the Carolina Teacher/Teacher Aide Roles and Responsibilities Scale.

62. Tizard, Barbara; Joseph, Anne. Cognitive Development of Young Children in Residential Care: A Study of Children Aged 24-Months. 1970, 22p. ED 055 653

*Cognitive Development; *Fear; Institutional Environment; *Preschool Children; *Residential Care; *Retardation; Social Development; Verbal Ability

The cognitive development of 30 24-month-old children who had entered residential care before the age of four months was compared with that of 30 working class children matched for age and sex who were living at home in London. Before testing, the children's fear of strangers was rated in a standardized situation. The mean mental age of the residential nursery children was 22 months. Also in a play situation, these children vocalized less than the home children. The inferior performance of the residential children is discussed in terms of their nursery environment, their genetic potential and their limited experience with strangers.

63. Tizard, J. Community Services for the Mentally Handicapped. 1964.

*Community Programs; *Exceptional Child Services; *Family (Sociological Unit); *Mentally Handicapped; Administrative Organization; Community Responsibility; Community Services; Day Care Services; Educational Methods; Educational Needs; England; Family Characteristics; Family Problems; Family Relationship; Hospital Schools; Incidence; Individual Characteristics; Individual Needs; Nursery Schools; Preschool Children; Program Planning; Residential Care; Residential Programs; Special Programs; Statistical Surveys

Four studies of mental retardation and an unpublished working paper are included in this book. The first section reports the findings of a prevalence study of mental retardation in London and Middlesex, which describes differences between administrative prevalence and true prevalence of mental subnormality. In the second study, the effects of severe mental retardation on a sample of London families are reported. Data are given on three topics--the child himself, families and their problems, and the role of community services. Implications for additional services are presented for the preschool child, the severely handicapped, and institutional care. The third study considers the education of trainable children (IQ 20 to 50) through a comparison-contrast of nursery schools for retarded and normal children. Day Care Centers and residential facilities are also treated. The next study describes a small experimental residential hospital unit in terms of selection of clients, staff, equipment, and programs, with special attention given to speech and play, personal independence, incontinence, tantrums,

and disobedience. The report presents the results of a 2-year study of 26 children who attended the special unit and their matched controls. In the last section, the organization of services is considered, including the needs of the mentally handicapped and their families, and the cost, organization, and other problems of residential care. The reference list contains 72 items.

Availability: The Oxford University Press, Inc., 200 Madison Avenue, New York, New York 10016 ($6.75)

64. Vulpe, Shirley German. Home Care and Management of the Mentally Retarded Child. 1969, 172p. ED 055 379

Child Development; *Evaluation Methods; *Exceptional Child Education; *Mentally Handicapped; Motor Development; *Occupational Therapy; Parent Role; *Perceptual Motor Coordination; Physical Activities; Physical Therapy; Testing; Training Techniques

The manual details a behavioral and developmental assessment procedure, treatment techniques and method of planning home training programs for mentally retarded children. Focus is on normal preschool development up through 5 years of age. Aims are to help the child function at maximum level by providing practical suggestions to parents for stimulating the child's development (behavioral and perceptual motor skills in particular). Discussed are selection of families for home care services and assessment rationale. An extensive assessment battery is presented as a basis for treatment, planning, utilizing techniques of occupational therapy. The battery, with a graduated rating system, encompasses six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and daily living activities. It applies to children functioning from 3 months to 6 years of age. Methods of planning training programs, specific techniques, progression of skills, and equipment are discussed and four sample occupational therapy home programs presented. Appendixes include samples of completed assessment and treatment forms, the rating scale applied to several specific activities, and more sample home programs. The assessment battery is also published separately (See ED 055 380).

65. Vulpe, Shirley German. Home Care and Management of the Mentally Retarded Child: Basic Skills Assessment. 1969, 44p. ED 055 380

Child Development; *Evaluation Methods; *Exceptional Child Education; *Mentally Handicapped; Motor Development; Occupational Therapy; *Perceptual Motor Coordination; *Testing

The assessment battery is intended to establish the mentally retarded child's highest level of performance in each activity as a prerequisite to and planning aid for the development of an occupational therapy-based home training program designed to stimulate the child to operate at maximum ability levels. The battery, with a graduated rating system, encompasses the following six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and activities of daily living. General and itemized instructions for administration and scoring, and an indication of testing equipment needed, are given. The battery is designed to assess the basic skills of children functioning at levels from 3 months to 6 years of age. See ED 055 380 for a description of how the results of the assessment battery are used in planning the home training programs.

66. Walden, S. Bernie; And Others. Management and Maintenance in the Home: A Guide for Teaching the Handicapped. June 1970, 268p. ED 057 525

Child Care; Clothing; *Curriculum Guides; *Exceptional Child Education; *Home Economics; *Mentally Handicapped; Nutrition; *Self Care Skills

The guide suggests activities and resources for teaching home management and maintenance skills to mentally retarded boys and girls. Material is designed for use by both home economics and special class teachers. Broad areas covered include grooming and personality, home management and maintenance, clothing, food, and child care. Each section contains a rationale, sub-units, instructional objectives, core activities, vocabulary, auxiliary activities, resource material suggestions, bibliography, and handouts. The objectives are offered for the educable and trainable mentally retarded at the primary, intermediate, and advanced levels. Sample activities and the bibliography of books and films are also classified according to primary, intermediate, and advanced levels.

67. Walden, S. Bernie; And Others. The Trainable Child: Preparation for Life. June 1971, 69p. ED 054 561

*Class Activities; *Curriculum; *Exceptional Child Education; Instructional Materials; Mentally Handicapped; *Parent Role; Teaching Guides; *Trainable Mentally Handicapped

Designed to be used in an inservice training program for teachers of trainable mentally retarded children, the manual begins with a discussion of the home as a resource and of ways in which parents, as part of a Teacher-Parent Team, can contribute to the learning of their children. In the major section of the manual, the statement of curriculum goals in the areas of social-

emotional, academic, vocational, and enrichment objectives is accompanied by activities which can be used in the classroom to accomplish the objectives and activities which the teacher can suggest that parents use as home reinforcement. Suggestions for classroom planning and management are given. Appended is a chart of selected instructional materials for use with TMRs which indicates for each item whether it is self-instructing, self-correcting, multi-purpose, and reusable. A list of sources for these and other instructional materials follows.

68. Waligura, Randolph L.; And Others. Environmental Criteria: MR Preschool Day Care Facilities. 1971, 109p. ED 058 678

Building Design; *Child Care Centers; *Classroom Environment; Disadvantaged Youth; *Environmental Influences; Environmental Research; *Exceptional Child Services; Facilities; *Mentally Handicapped; Preschool Children

Contributions of the physical environment to the learning process and environmental needs of preschool children are evaluated. Guidelines for the planning and design of preschool day care facilities, especially for mentally retarded and other children with developmental disabilities, are established. The current status and trends in day care services are summarized and the background, learning characteristics, and curriculum objectives for retarded, culturally deprived, and normal children are described. Methods and activities used to achieve these objectives, and the implications they have for the supporting physical environment, are identified. Component parts of the physical environment (color, light, acoustics, climate control, interior surfaces, space, flexibility) are discussed individually and in their relationship with each other and various psychological variables. Suggested detailed planning and design requirements for the preschool facility cover the education/training area, ancillary area, administrative area, storage, furniture, and safety. The planning and design process necessary for utilization of these guidelines is illustrated by four hypothetical case studies in which facilities are designed for different day care situations.

69. Weikart, David P. Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. 1971, 28p. ED 061 684

Academic Achievement; Curriculum Evaluation; *Disadvantaged Youth; *Early Childhood Education; *Educable Mentally Handicapped; *Exceptional Child Research; Longitudinal Studies; *Minority Groups

The paper investigates the problem of placement of minority group or low socioeconomic status children classified as mentally retarded in special classes. Summarized are four basic models outlined by Robert Hess et al. (1971) used to account for the discrepancies in intellectual attainment between minority groups and the dominant culture: the deficit model, school-as failure model, cultural difference model, and social structure model. The author presentes information on outcomes of his 10 years of work in the early education of children diagnosed at age 3 years as functionally retarded and in the educable mentally retarded range. Two major issues were focused upon in the research: the long term impact of preschool education on later school performance, and relative impact of preschool education when differing educational procedures on models are employed. Results showed that the preschool experience enabled the children to better proceed through elementary school at regular grade level without retention or special classes. It was also concluded that style of curriculum had no differential effect on subsequent academic achievement.

70. Weikart, David P. Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971. October 1969, 39p. ED 046 503

Cognitive Development; *Comparative Analysis; *Culturally Disadvantagement; *Curriculum Research; *Educable Mentally Handicapped; Emotional Development; Home Visits; *Preschool Programs; Self Control; Social Development; Sociodrama; Team Teaching; Traditional Schools

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded. Five groups of 3- and 4-year-olds participated in the program or served as controls. The project served as a source of data for research on different types of preschool intervention and as a center for different types of preschool intervention and as a center for dissemination of information to teachers, administrators, and researchers in education. The curricula included: (1) a cognitively oriented curriculum based primarily on Piaget's principles of cognitive development, the principles of sociodramatic play and impulse control suggested by Smilansky, and some specially developed language techniques; (2) a language training curriculum emphasizing learning of academic skills including arithmetic and reading; and (3) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school programs. The preschool sessions were supplemented with home visits. The results for the first two years of operation (1967-69) demonstrated that children may profit from any structured curriculum which offers a wide range of experience and individual student attention.

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1. Aldrich, Robert. Breaking the Links Between Poverty and Mental Retardation. Mental Retardation, v7 n2, pp33-35, Apr 1969.

2. Broms, Dorothy Stoffer. Group Process and the Preschool Retarded Child. Group Process, v4 n1, pp39-51, Fall 1971.

3. Day, Robert W. Public Programs to Aid in Prevention. Mental Retardation, v7 n2, pp19-23, Apr 1969.

4. Donohue, Daniel T. Establishment of Day Care Programs for the Mentally Retarded. Child Welfare, v50 n9, pp519-523, Nov 1971.

5. Dybwad, Gunnar. The Importance of Prevention in Mental Retardation. Mental Retardation, v7 n2, pp3-6, Apr 1969.

6. Erickson, Marilyn T. MMPI Profiles of Parents of Young Retarded Children. American Journal of Mental Deficiency, v73 n5, pp728-732, Mar 1969.

7. Holden, Raymond H. Prediction of Mental Retardation in Infancy. Mental Retardation, v10 n1, pp28-30, Feb 1972.

8. Klackenberg, Gunnar. Family Problems Concerning the Mentally Retarded Child. International Journal of Early Childhood, v1 n1, pp29-34.

9. Koch, Richard; And Others. The Child Development Traveling Clinic Project in Southern California. Mental Retardation, v7 n2, pp46-52, Apr 1969.

10. Kugel, Robert B. Combatting Retardation in Infants with Down's Syndrome. Children, v17 n5, pp188-192, Sep-Oct 1970.

11. Nellans, Teresa A.; And Others. Maternal Participation in a Preschool Project for Disadvantaged Handicapped Children. Training School Bulletin, v68 n4, pp207-211, Feb 1972.

12. Ross, Dorothea. The Relationship Between Intentional Learning, Incidental Learning, and Type of Reward in Preschool, Educable, Mental Retardates. Child Development, v41 n4, pp1151-1158, Dec 1970.

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